

A study of the professional development among the secondary school teachers

Dr. Rukmini Jamdar

Assistant Professor, Seva Sadan's College of Education, Ulhasnagar

ABSTRACT

Professional development is important because education is an ever growing, ever changing field. This means that teachers must be lifelong learners in order to teach each new group of students. Professional development not only allows teachers to learn new teaching styles, techniques, and tips, but also interact with educators from other areas in order to improve their own teaching. Though some short workshops are effective in introducing new topics, the most effective workshops are taught over time and involve hands on activities and interaction. This also allows for more questions and discussions to occur throughout the presentations. Ongoing professional development is critical for teachers who wish to be great at their jobs and offer the best to their students each day. A teacher needs to develop professionally throughout her career.

In this research paper the researcher intends to study the professional development among the secondary school teachers. The objectives of the study was to find the professional development among the teachers with reference to their teaching experience and the subjects taught by them. There were 60 secondary teachers taken up for the study.

Keywords: Professional development.

INTRODUCTION

Professional development is the need of the hour. In any profession one has to develop professionally in order to be with the trends in the respective field.. A teacher needs to develop professionally throughout her career. A professional should be the torchbearers for all his followers. He/she has to set an example for self and for others and be a motivator for the professional development. Teaching is one of noblest profession and a teacher a noble professional..

In education, the term **professional development** may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what “professional development” is referring.



A teacher has to develop professionally by catering to these elements of professional development . The researcher felt the need to find out the professional development among the secondary school teachers taking into these constituents. The professional development is a never ending process. It is not an easy task. A teacher has to look out for different avenues/elements for professional development and move on. The researcher wanted to find out whether the secondary school teachers develop professionally in their career. What kind of professional development avenues do they follow and how well are they able to integrate or use in their profession. In the tedious workload of teachers it is really difficult to achieve such tasks. A research study in this path will alone reveal the reality.

OBJECTIVES OF THE STUDY

- 1) To study the professional development among the secondary school teachers.
- 2) To compare the professional development among the secondary school teachers on the basis of
 - a) Type of schools
 - b) Subjects taught
 - c) Teaching experiences
 - d) Educational qualifications

HYPOTHESES OF THE STUDY

- 1) There is no significant difference between the secondary school teachers on the basis of
 - a) Type of schools
 - b) Subjects taught
 - c) Teaching experiences
 - d) Educational qualifications

Sample and sampling : sixty secondary school teachers were taken from both aided and unaided schools from Ulhasnagar and kalyan area. The teachers teaching languages, social sciences and science/maths teachers were selected using purposive random sampling.

Method of research: descriptive survey method was used by the researcher.

Analysis of data : (objective wise)

- 1) **Table no. 1 shows the professional development among the secondary school teachers.**

s.no	Description of items	Yes (%)	No (%)
1	I read newspapers regularly	73.3	26.7
2	I have written articles in journals	10	90
3	I am a member of a science/maths/language /social science club	50	50
4	I like to attend seminar related to my subject	91.7	8.3
5	I have written chapters in books	13.3	86.7
6	I have edited books	1.7	98.3
7	I have published article in the news papers	5	95
8	I have received the best teacher award for my contributions to the society	28.3	71.7
9	I use different technique to teach topics in my subject	98.3	1.7
10	I have been invited as a guest speaker in other institutions.	35	65
11	I give assignments on different topics related to my subject	98.3	1.7
12	I have attended training courses to update my knowledge	100	-
13	I share my experiences and ideas with my colleagues after attending any training	98.3	1.7

	/course/or seminar		
14	I am interested in learning new techniques of teaching my subject	98.3	1.7
15	I have my own blogs.	13.3	86.7
16	I use social networking sites to communicate and share new ideas with my peers/colleagues/friends.	76.7	23.3
17	I like to go for educational visits.	100	-
18	I have been appreciated by my head for performing well	90	10
19	I have contributed in syllabus revision of my subjects	86.7	13.3
20	I have attended refresher courses to update my knowledge	85	15
21	I enjoy reading books/novels	98.3	1.7
22	I participate in teachers meet relating to my subject	96.7	3.3
23	I try new methods of teaching my subject	98.3	1.7
24	I have presented papers at international seminars related to my subject	10	90

The above table reveals that all the teachers attend training courses to up date their knowledge and like to go for educational visits.98.3 % of the teachers use different techniques in their subjects, give assignments on different topics, are interested in learning new techniques, enjoy reading books, and try new methods for teaching their respective subjects. 90% of the teachers have not written articles in journals, and have not presented papers at international seminars. 98.3% teachers have not edited books in their subject.

2) Table no. 2 showing the comparison of professional development on the basis of types of schools.

Type of schools	N	Mean	Standard deviation	F--value	Level of significance
Aided	33	15.39	1.968	0.698	Significant
Unaided	27	15.78	1.826		

The above table no.2 shows F-value of 0.698 is significant. Hence the null hypothesis is rejected . Hence there is a significant difference in the professional development of the secondary school teachers on the basis of type of schools.

3) Table no.3 showing the professional development among the secondary school teachers on the basis of subjects taught

Subjects taught	N	Mean	Standard deviation	F-value	Level of significance
Language /Social sciences	33	15.4	2.00	0.302	Not significant
Science	02	15.0	1.41		
Social sciences	06	15.5	2.25		
Science/maths	19	15.8	1.79		

From the above table F-value of 0.302 is not significant at 0.05 level. Hence the hypothesis is accepted. So there is no significant difference in the professional development of the secondary school teachers on the basis of subjects taught .

4) Table no.4 showing the professional development among the secondary school teachers on the basis of teaching experiences

Type of school	Teaching experiences	N	Mean	SD	F-value	Level of significance
Aided	4 to 10 years	12	15.8	2.05	1.151	Yes
	11 to 20 years	16	15.5	2.06		
	21 years to 30 years	05	14.2	1.09		
Unaided	4 to 10years	07	15.6	1.9	0.075	No
	11 to 20 years	08	15.8	1.16		
	21 to 30 years	12	15.9	2.23		

The above table shows the F –value of 1.151 which is significant. Hence the null hypothesis is rejected, there is a significant difference in professional development among the secondary school teachers of aided colleges on the basis teaching experiences .

However there is no a significant difference in professional development among the secondary school teachers of unaided schools on the basis teaching experiences as the F-value is not significant .

Table no.5 showing the professional development among the secondary school teachers on the basis of educational qualifications

Qualification	N	Mean	SD	t-value	Level of significance
Graduate	29	15.93	1.89	1.451	Yes
Post graduate	31	15.22	1.87		

The above table shows the t-value as 1.451 at 0.05 level. Hence the null hypothesis is rejected. There is a significant differences in the professional development of secondary school teachers on the basis of qualifications.

CONCLUSIONS

Professional development is the need of the hours in the 21st century for teachers. It is needed for self development and also for betterment of student fraternity. It is seen from the research conducted that aided school teachers show better professional development as compared to their counter parts. This may be due to the self interest , demand from the govt. and also a need for promotion of teachers. Moreover post graduate teachers have taken interest for their professional development looking out for more avenues. It is rightly said that change is inevitable. We as teachers need to develop throughout our career to reach to excellence.

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